



Lesson 1

Learning objectives	Learning outcomes	Evidence for Assessment
<ul style="list-style-type: none">• Acquire progressively autonomy in their usual activities.• Interact with others, and gradually acquire elementary patterns of coexistence and social relationship, as well as exercised in the peaceful resolution of conflicts.• Develop communication skills in different languages and forms of expression.• Start in the logical-mathematical skills in literacy and in the movement, gesture and the pace.	<ul style="list-style-type: none">• Learn what is a spell• Know that Halloween day is a culture party.• Familiarize with the song	<ul style="list-style-type: none">• The will be able to maintain visual contact with the teacher• Follow the rhythm of the song• The children have to feel participators of the spell

Dicourse/Text targeted	Languaje targeted- Non-verbal L Targeted
<ul style="list-style-type: none">• The song “Hocus Pocus”.	<ul style="list-style-type: none">• Eye contact, cues, illustrators and emblems

Outline of leading activities

The leading activity is when children go out one by one with their pets to lay the ingredients to the caldron



Classroom Management	Timing	Grouping	Pupils	Teacher	Resources
	10:00:00 10:00:30	All the group	Child's sing the song <i>"Hello Hello"</i> with Skippy.	The teacher sings the song <i>"Hello Hello"</i> with Skippy.	The song and Skippy.
	10:00:30 10:01:00	All the group	Child's sing the song <i>"Make a circle"</i>	Supervise the children.	The song
	10:01:00 10:03:00	All the group	Listen the teacher	Have a story about the day of the feast of Halloween	Story
	10:03:00 10:04:00	All the group	We handed out to children spiders and worms to draw	Supervise and help them	Cards and crayons
	10:04:00 10:08:00	All the group	Draw de cards and decorate the class with them	Supervise and help them	Cards and crayons
	10:08:00 10:08:30	All the group	Sing the song "clean up, clean up"	Sing the song whit them	The song
	10:08:30 10:09:00	All the group	Go to the assemble corner	Cues	The carpet
	10:09:00 10:10:00	All the group	Listen the song and represented the moves (illustrators)	Put on <i>"Hocus Pocus"</i> song and represented the spell (emblems)	Skippy and the song
	10:10:00 10:10:30	All the group	Listen to the teacher	The teacher introduce the character of witch Winkie because she is going make the spell with child's	Winkie



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10:10:30 10:12:30	All group	Wait Esperan a que la profe les de su animal	The teacher show to the class, different kinds of animals like; baby elephant, giraffe, monkey, a tortoise and a bear	The pictures of different kinds of animals.
10:12:30 10:13:00	All group	Listen to the teacher with her animals	The teacher said to pupils that the song is a spell and they have to represent the song with their animals.	Skippy
10:13:30 10:15:30	All group	The children look at the ingredients of the spell that are hidden	Help pupils saying trucks	Ingredients
10:15:30 10:18:00	All the group	Sing and represent "Hocus Pocus" song (illustrators)	Put the song and sing with children. Put the little bin on the centre of the circle like a caldron	The song and ingredients
10:18:00 10:19:00	All the group	Glue the stickers	Self- assessment	Stickers
10:19:00 10:20:00	All the group	All the class clean up singing the song "Goodbye Skippy"	Teacher sing with them	Song.

Assessment Criteria

All children must be able to know the ingredients of the spell and recognise what is their character.	Most of the children will be able to know the rhythm of the song	Some of the children could know the rhythm of the song representing the spell like the teacher
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Didáctica de la Lengua y la Literatura (inglés)
Adapted from British Curriculum Unit Template